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23 Oct 64

25X1A9a

Comments are keyed to Item No. on Syllabus:

- 25X1A9a I. The guest speaker and [REDACTED] who follows him should be integrated for this presentation. Probably this will require [REDACTED] presence during the intro-  
 25X1A9a duction to assure that the same theme is not reintroduced in a different context (and don't think that can't happen in this business!)

My original thought on the keynote speaker was that of a senior OPERATIONS OFFICER, not a "senior expert" as currently outlined. The name checker serves the Operations Officer, and this is where the operations officer with name, fame, and position fits into this course.

- 25X1A9a II. Frankly, I think this is a bit short. We shall have to see as time goes on, but I know [REDACTED] (and he is his own critic on this score) and his prediction for being fascinating for hours at a time. It would be a pity to cut him too short if he has brought together a collection of really good examples for this presentation.

- 25X1A III. The CS Auxiliary Indices linked to the outdated Chapter IV of the Handbook is an important part of this presentation, but I rather doubt that one can give a definitive discussion of interest to all or nearly all students. For example: in spite of effort to charge the student with enthusiasm, the direct learning of the nature of the various indices will lose its impact when indices of particular are divisions of no interest to the student (he thinks) are under discussion.  
 25X1A I would suggest that the GICS Systems, [REDACTED] etc. are an integral part of this study, and as the current schedule brings these in after the real exercise and practice of the name check process, some of these items will not be exercised in the proper context. What I am saying is that although the GICS ~~and~~ systems are collation tools, they are also useful tools for name traces, in certain circumstances. As for the [REDACTED] they too should be consulted in certain name traces. Thus, I believe that Item XIII and Item IV should be presented together and at the earlier portion of the course. Thus, if we bring these two elements together, we are also provided the opportunity for an enlarged discussion on the responsibility of the name tracer to be constantly on the alert for other sources of information and to "learn the terrain over which he operates." (This latter item does not seem to be emphasized directly in any of the items of the current syllabus).

(unnumbered, but mentioned as item 1500-1700 on Tuesday "Film on Name Tracing")

- 25X1A9a I have just reviewed the film clip as ordered by [REDACTED] I believe it is an excellent instruction tool, not only for the introduction to the material available in OCR/Bio, etc., but it also demonstrates research procedure, and should be emphasized in this context. I can imagine that about an hour's discussion on this in both theoretical and practical context should be ~~included~~ linked between  
 25X1A the film and the "name trace cycle" presentations. We also note that the Intelligence School, [REDACTED] is now publishing a revised edition of their pamphlet "Intelligence Research Procedures and Techniques" which outlines the theoretical and practical in searching for information. I use this pamphlet in my CI Pam to illustrate both name tracing and investigation and the mental processes that go into each, as well as certain aspects of organization of work, pre-planning phases of research, etc. This pamphlet is now published by the Intelligence School.

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- XI. I can only endorse the Practical Exercise as outlined herein. I suggest though, and refer you to the two comments above, where I believe that according to the brief syllabus, we have not really prepared the student to organize his mind and his work prior to going into the exercise proper. The "lecture objectives" outlined herein are proper, but further annotation is necessary to the effect that a resume of preceding material on organizing material and organizing the name tracers attitude toward his task must be brought in. We may even suggest that a separate block, preceding ~~XX~~ XI be inserted to provide for this resume and attitude briefing. As we proceed further into this item we come to Block 3 which indicates that we will dwell for some time on derogatory and pertinent information. I again endorse and add my own weight to this important item, but unless really significant time is given to this, we may find it taking a light weight position. I believe that one of the biggest problems in name tracing today is not the lack of knowledge of where to find information (although the Almighty knows that this lack is great enough) but in a lack of knowledge of what to look for in the documents. A recent conversation with a supervisor in RID/CB illuminated for me the fact that in replying to the community that this element has a very big problem in disciplining analysts to the intelligence approach rather than the legal or moral approach as to what constitutes significant information about a person. We should also note for ourselves that the tone of this syllabus and indeed the course, is toward Counterintelligence name traces. We must assure that the material in this and other blocks also emphasizes the pertinent information concerning contacts, other possible sources of information, access, ~~and~~ competence, capacity, etc. factors as applied to the person being considered for FI tasks and CA tasks, etc.

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